U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13IN1

	Charter	**Title 1**	**Magnet**	**Choice**
School Type (Public Schools):	☐	☐	☐	☐

Name of Principal: Mr. Thomas Harmas Ed.D.

Official School Name: Creekside Middle School

School Mailing Address: 3525 W. 126th Street

Carmel, IN 46032-9557

County: Hamilton   State School Code Number*: 2520

Telephone: (317) 733-6420 E-mail: tharmas@ccs.k12.in.us

Fax: (317) 733-6422   Web site/URL: http://www.ccs.k12.in.us/crm/home

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Jeff Swensson PhD   Superintendent e-mail: jswensso@ccs.k12.in.us

District Name: Carmel Clay Schools   District Phone: (317) 844-9961

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Layla Spanenberg

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

*Non-Public Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district   11 Elementary schools (includes K-8)

    3 Middle/Junior high schools

    1 High schools

    0 K-12 schools

    15 Total schools in district

2. District per-pupil expenditure: 5426

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 10

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	229	234	463
7	286	257	543
8	202	194	396
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			1402

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
14	% Asian
5	% Black or African American
3	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
73	% White
5	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred *to* the school after October 1, 2011 until the end of the school year.	48
(2)	Number of students who transferred *from* the school after October 1, 2011 until the end of the school year.	35
(3)	Total of all transferred students [sum of rows (1) and (2)].	83
(4)	Total number of students in the school as of October 1, 2011	1402
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 12%

   Total number of ELL students in the school: 169

   Number of non-English languages represented: 32

   Specify non-English languages:

   Arabic - Middle East/Africa, Spanish - Ctl & So. America/Spain, Sindhi-India/Pakistan, Bengali-Bangladesh/India, Portuguese-Portugal/Brazil, Mandarin (Sichuanese) - China, Tagalog (Pilipion) - Philippines, Swedish-Sweden, Hungarian (Magyar) - Hungary/Austria, Telugu - India, Nepali - Nepal/Bhutan/India, Ukrainian-Ukraine/Rumania, Persian (Farsi)-Iran/Asia, Japanese-Japan, Hindi-India/Burma, Korean-Korea, Tigrinya - Ethiopia, Urdu-India/Middle East, Kannada - India, Tamil-India/Burma/Africa, Gujarati-India, Argentinean - Argentina, Russian-Russia, French-France/Africa/Canada, Marathi-India, Susu & Krio-Africa, Rumanian (Romanian)-Rumania, Punjabi-India/Pakistan, Guarani - South America, German - Germany/Austria, Cantonese-China.

9. Percent of students eligible for free/reduced-priced meals: 11%

   Total number of students who qualify: 161

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

   Total number of students served: 133

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

30	Autism	4	Orthopedic Impairment
0	Deafness	22	Other Health Impaired
0	Deaf-Blindness	53	Specific Learning Disability
11	Emotional Disturbance	5	Speech or Language Impairment
4	Hearing Impairment	1	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
2	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	3	1
Classroom teachers	49	3
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	32	1
Paraprofessionals	25	1
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	31	0
Total number	140	6

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   29:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

    Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

    Graduating class size:

    Enrolled in a 4-year college or university   %
    Enrolled in a community college   %
    Enrolled in vocational training   %
    Found employment   %
    Military service   %
    Other   %
    Total   **0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ⦿ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

Everything that Creekside Middle School does and stands for reflects back to the school's and district's mission statement: Experience Excellence…Explore Opportunities…Realize Potential. From outstanding community support to a student and staff population that is committed to continuous improvement, Creekside has distinguished itself as one of the premier middle schools in the state of Indiana.

Creekside Middle School is one of three middle schools in the Carmel Clay Schools district and is located on the west side of Carmel, IN, in Clay Township. Carmel is a city that prides itself on award-winning schools, a strong business community, and a dedication to the arts. In 2012, Carmel was listed as the number one place in America to live by e*CNN Money Magazine*. We are incredibly fortunate to have a surrounding community that values and supports all we do at Creekside Middle School.

Creekside Middle School was opened in August of 2004, with a student population of approximately 800. In the last nine years, the school has seen the student population grow to over 1450 in grades six, seven and eight. From the first staff meetings in the spring of 2004, Creekside's goal was and continues to be to put the welfare of students above all else. In the efforts to do so, the staff has committed itself to continuous professional development to ensure delivery of rigorous, standards-based curriculum while using a myriad of research-based instructional strategies. Where applicable, all curricular areas have begun to implement the Common Core State Standards (CCSS) so that the curriculum both aligns with and exceeds the Indiana State Standards. Forty-five percent of the student population is enrolled in at least one class that follows an advanced or honors study of the curriculum. Creekside prides itself on its reputation of academic excellence by consistently placing among the top middle schools in the state of Indiana on standardized tests.

Another facet of the Creekside community that encompasses all we do is the dedication of both students and staff to follow the FISH! Philosophy: "Be there!" "Make their day!" "Play!" and "Choose your attitude!" are the tenants that guide the school culture and that are used as a springboard for discussions with students in making positive behavior choices as a part of the school Positive Behavior Intervention Support (PBIS) efforts. The philosophy is posted throughout the school, in teachers' classrooms, and in student planners in order to help all maintain focus on choosing the right ways to follow the procedures of Creekside. Whether students are given a "Catch of the Day" ticket for showcasing one of the four aspects of the philosophy or students show teachers they can "be there" through engagement in the classroom, the FISH! Philosophy is alive throughout the halls of Creekside.

Creekside Middle School has become a model school for our work with students with autism. In 2008, Creekside became a site school for the National Professional Development Center (NPDC) on Autism Spectrum Disorder (ASD) as a member of Indiana's Autism Training Team. Educators from our own district, districts throughout the state, and even schools located outside of Indiana and the United States have visited Creekside to learn from the success that is evident in our work with students of all ability levels, which stems from our work with the NPDC. Teachers and administrators have presented at the National Middle School Conferences in 2011 and 2012, the Indiana Council of Administrators of Special Education conference in 2011, and the state AdvancED Conference in the fall of 2011. Through our work we have found that the strategies designed to use with students with autism can benefit all students, regardless of ability, and they help us continue our tradition of excellence at Creekside Middle School.

Creekside Middle School also prides itself on returning the support of our community by giving back to that very community. Philanthropic efforts led by our Creekside Student Government, National Junior Honor Society, and Student Athletic Board contribute both financial and physical support to organizations such as Riley's Children's Hospital, the Julian Center for Battered Women and Children, and other schools throughout central Indiana. Over the last nine years, the concerted efforts of the students and staff

of Creekside have helped raise over $100,000 and countless supplies to donate to organizations throughout the area. The students and staff of Creekside continue to show their strengths beyond the classroom doors with their efforts to support those in the community.

Creekside Middle School has successfully created its own identity of excellence and achievement in the Carmel Clay Schools community. A dedicated staff and student body committed to high standards of academic achievement, community service, and school improvement are vital components in making Creekside Middle School worthy and deserving of the distinction of being named a National Blue Ribbon School!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Creekside Middle School participates in the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) standardized assessment, which is given annually each spring to all Indiana students in grades 3-8. ISTEP+ focuses on two core areas of learning for all grades: English/Language Arts and Math. In addition, some grades participate in testing in the areas of Science and Social Studies. Student results are reported in the following ways: Pass+ (advanced), Pass (proficient), DNP (did not pass), and UND (undetermined). While the testing provides students and parents with a snapshot of the student's performance in each of the areas tested, the results afford the school the opportunity to examine our overall effectiveness in delivering quality instruction that reaches all of our student learners.

Since its inception, Creekside has seen a steady increase in the number of students who achieve Pass and Pass+ on ISTEP. With our overall student pass rate in the high 80 to low 90% and our Pass+ rates as low as 37% in math and 26% in language arts in 2004, we currently enjoy pass rates consistently above 96% overall in math and 94% in English/language arts. Furthermore, our Pass+ rates have risen above 56% in math and 40% in English/Language Arts. In addition, Creekside has consistently been one of the top 5 middle schools in the state on Indiana in regards to ISTEP+ scores for the last four years. We pride ourselves on the continued excellence our students exhibit on our statewide standardized assessments.

B. Over the past five years, Creekside Middle School students have consistently performed in the top five of all middle schools in the state of Indiana on the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) standardized tests in the areas of math and English/language arts. For the past two years, Creekside has claimed the highest or second highest scores of all Indiana middle schools when it comes to overall test passing rate, a rate which exceeds 93%. In addition, in the spring of 2012, 41% of all Creekside students earned a Pass+ in English/language arts and 56% earned Pass+ in math.

Concerted efforts, at both the building and district level, to align curriculum with not only the Indiana State Standards but with the Common Core State Standards (CCSS) as well have contributed to our students' steady rise in their ISTEP achievement. All curricular areas have curriculum maps that are systematic and systemic across all three middle schools in our district to allow for uniformity in the curricula that are delivered to our students.

Our mathematics teachers have worked diligently over the past five years to establish common assessments in all course offerings to serve as benchmarks for student achievement. Data from these assessments drive the instruction offered in the math classes so it is more tailored to student needs.

Our language arts teachers have worked tirelessly with their building and district colleagues to develop curriculum maps and assessments that meet students where they are academically to equip them with the skills necessary to be good readers and writers in all areas of study. A focused effort on literacy skills that can translate across all curricular areas has allowed our language arts teachers to up the rigor of instruction for all students.

While Creekside has enjoyed many successes in the area of academics, efforts continue to support student subgroups whose performance is not in line with the total school population. Students of Hispanic descent, students who are in our special education program, and students who are in the free and reduced meal program lag behind their general education peers in test achievement. Strenuous efforts have been made in a plethora of ways to help address the needs of these students. In the classroom, teachers work diligently to differentiate instruction so students at all academic levels are receiving information at their learning level while, at the same time, pushing students to make gains in areas where their skills are behind those of their grade-level peers.

Resource classes in math, language arts, and study skills are classes that are tailored to the specific areas of deficiency for our students with special needs. Classes are offered on on very specific writing and reading skills so that the exact areas of need can be focused in on with laser-like precision. During the 2010-2011 school year, Math and Reading Success classes were introduced into the school schedule as an additional period of remediation for students whose skills lag behind their same-aged peers. Students in these subgroups not only receive instruction in their grade level math and/or language arts classes but they are afforded an additional period of math and/or language arts, based on their individual needs. Additionally, as teachers look to set their own professional goals for themselves and their students, our students who lack the necessary skills are placed in Targeted Learning Objective groups where specific skills that need to be mastered are identified; formative benchmarks are given and tracked; and, ideally, gains are made in the students' areas of deficiency. Creekside is fortunate to have in place many levels of support for our students at all levels of learning.

2. Using Assessment Results:

The teachers and staff of Creekside Middle School gather and analyze data to help make informed decisions in their lessons in the classroom and to compare student achievement with our school, district, and state goals. When the results of state testing are made available each year, school administrators first disaggregate the data to identify trends, both positive and negative, in the school's scores. Our department chairs then take information specific to their content areas back to their staffs so the teachers together can look at the information to help them decide on best practices and strategies they can use in the classroom to address the needs of their learners. Data is further broken down by each individual teacher using our in-house data warehouse, Pinnacle Analytics. This program allows our teachers to view each of their student's entire educational history with Carmel Clay Schools. From test results to attendance to special education and gifted and talented testing information, all data related to each student is available to all teachers for review.

This year, as a part of the new evaluation system adopted by the Carmel Clay Schools, all teachers are required to set two Student Learning Objectives (SLOs) for the year. Their SLOs must be data driven in their determination, and teachers are required to provide data throughout the year that shows whether students are meeting the objectives set for them or not. All teachers must write two SLOs: one that focuses on an entire class learning objective (CLO) and one that focuses on a targeted group of students who are deficient in a particular standard (TLO). Discussions about the data and the SLOs are held with the teacher and his or her primary and secondary evaluators throughout the year, and at the end of the school year, teachers must again use data to show that their SLOs were met. This process has afforded teachers another opportunity to delve into data, which, in turn, helps guide their instruction even more towards addressing each student where they are academically in their school career.

In an effort to close the gap for those students who do not achieve Pass on ISTEP+, Creekside offers Success Classes in both math and reading. The focus of the Success courses is to meet students where they are academically and to specifically address the areas of deficiency so students may achieve success both in the classroom and on standardized tests. Placement in Success classes is based not only on achievement on ISTEP but also on course grades and, for Reading Success, the reading level of the student. Based on the gaps in their learning, students may be placed in one of three levels of Reading Success and one of two levels of Math Success. Parents are made aware of the course offerings for our students who are not showing grade-level achievement in math and reading in the summer, and placement in the class begins in the fall. Data is kept on each student in Success class, and if benchmarks are met at the semester, a student may exit the Success Class and enroll in an elective class. Our Success teachers work in tandem with our core math and language arts teachers to help students reach their goals of closing the gaps in their learning,

Student achievement at Creekside is shared with parents and the community in many ways. Report cards are distributed via the internet each quarter, and parents are able to monitor their student's grades as often as they would like, using myCCS, our district's internet-based student information system that all parents

and students have access to so they can stay on top of their academics. Parents often meet with our teachers and guidance counselors so they can utilize a team approach to help students be successful in school. In addition, teachers maintain websites to disseminate information to both parents and students, and newsletters are often sent home to communicate what is happening in the classroom as well.

Creekside also has a School Improvement Committee comprised of administrators, teachers, students, and parents who work together to maintain focus on our efforts to offer the best academic opportunities possible for our students. This group helps to develop and track data for our school improvement goal, which is based on improved literacy instruction in all content areas, and this information is reported to the community, district and state.

3. Sharing Lessons Learned:

Creekside has developed a strong reputation for having teachers who are experts in their craft and who are called upon at the school, district, state, and national levels to share their expertise with others. As a school we push and encourage teachers to share their skills not only with colleagues at the local level but with a wider audience as well by making presentations at state and national conferences. In sharing what we do, we are also able to gather new ideas from other professionals that help make Creekside one of the best schools in the state.

Because continuous learning is the cornerstone of the Creekside staff, we first look to our own teachers to share their professional ideas with their colleagues to strengthen our delivery of curriculum. Our department chairs, who oversee seven departments within the school, attend monthly meetings with their counterparts from our sister secondary schools where ideas are shared and developed so they can be disseminated to all teachers throughout the district. Teachers in all curricular areas participate in curriculum writing at the district level that will guide all the middle schools in delivering instruction of the Common Core State Standards and the Indiana State Standards. In addition to writing curriculum, our teachers serve on a myriad of other committees at the district level, where strategies in best practice in areas such as technology and special education are shared and developed. We are fortunate to have so many skilled professionals as a part of the Creekside community.

In 2009, Creekside was selected as a showcase school for the National Middle School Association conference that was held in Indianapolis, IN. Teachers from schools all over the United States visited Creekside to see firsthand what makes our school one of the best in the state of Indiana. Information on how our school incorporates balanced literacy, problem solving, and a variety of special education programs to ensure academic success for all students was shared with all in attendance.

One of our greatest areas of strength is in the area of special education, specifically in regards to our work with students with autism. Creekside is a site school for the National Professional Development Center on ASD as a member of Indiana's Autism Training Team. Several times a year, educators from across the state visit Creekside to learn how we have successfully created a culture at our school where all students are set up to be successful, both in school and in their lives outside our school walls.

4. Engaging Families and Communities:

Creekside is fortunate to be located in a district where parents hold their children's education in the highest regard and where they play a very active role in the school community. Communication is key in maintaining this relationship, and the Creekside staff is afforded many opportunities to keep the lines of communication open and available to parents and the community alike.

Before school begins, students and parents are invited into the school on different occasions to meet with teachers and administrators and to familiarize themselves with the building. We host an open house each fall, where parents experience "a day in the life" of their middle schooler by following their child's daily schedule. All teachers, administrators and guidance counselors maintain their own websites where

information on classes and assignments as well as activities and information about the school can be found. Daily announcements are posted on our school website, which offers a wealth of information on everything related to the school. We also employ the School Messenger System, where important information can be sent to all school stakeholders via email or voice message. All staff also possesses their own email and voicemail tools to use to communicate with students and parents. All of these tools serve us well in maintaining communication with our Creekside families.

Our Parent Teacher Organization (PTO) is another link between the school and the community. They provide support to our school in many ways, from funding and volunteerism. We are very lucky to have a supportive and energized PTO at Creekside.

In regards to the community at large, Creekside has a strong tradition of helping those in need right here in our own backyard. Food drives, coat drives, candy sales, and a giving tree are just a few ways we help those who are less fortunate than we are. One of our greatest traditions, however, is our staff charity basketball game, held each year with the other two CCS middle schools and the Carmel police and fire departments. Our Student Athletic Board members choose a local charity to be the beneficiary of the proceeds from the game, and we also put our skills to work by not just giving money but also volunteering with the organization to make a difference in our community. We are very fortunate to have a student population and school community that are very philanthropically minded.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Like all Carmel Clay Schools, Creekside Middle School follows a rigorous curriculum that is aligned and articulated across all grades, from kindergarten to high school. Curriculum is continually evaluated and revised to meet the demands of both the Indiana State Standards and the Common Core State Standards (CCSS). The impact and effectiveness of the curriculum is evaluated on an on-going basis so as to have the biggest impact on student achievement.

Creekside Middle School follows a schedule that allows for at least 200+ minutes daily devoted to instruction in the four core areas: language arts, math, social studies, and science. In addition, the four core areas have integrated the CCSS in addition to the Indiana State Standards, well ahead of the state's 2014 target date for implementation. Research-based instructional strategies are used in all curricular areas to deliver the curriculum to students so that they have a clear understanding of what they are to learn and why. Learning Targets and Objectives are posted for students in all classrooms so the focus of their learning is front and center in all they do.

In addition, Creekside offers additional core classes in the areas of world language and wellness. Over the course of three semesters of study, spread out over their sixth, seventh, and eighth grade years, Creekside students have the opportunity to earn high school credit in their world language area of study before even setting foot in the high school. The world language classes provide students with knowledge of other cultures and languages while also broadening their scope of how one might live in areas outside the United States. These classes also teach the language and grammar of the target language as well as reinforce the skills of students' first language in doing so. In wellness classes, students are provided opportunities to not only engage in physical activity but also learn about their own physical wellbeing and health. Students attend wellness every day, just like the four core classes listed above, so they focus on all aspects of maintaining a healthy lifestyle in their middle school years.

In addition to the core classes, Creekside students are provided many elective opportunities during their middle school tenure. All students participate in a music experience all three years, be it in general music for 9 weeks each year or membership in our award-winning band, orchestra, or choir. Students also choose a visual art elective for a minimum of one quarter each year, with options ranging from exploratory art and drawing and painting to mixed media and ceramics.

Technology courses at Creekside are among the most popular elective choices, with students choosing among digital video productions, where they learn to write and create their own movies, to technology education, where they participate in a variety of modules, learning about everything from rocketry to architecture. Each technology module meets the objectives established by the International Technology Education Association (ITEA), standards of the Secretary of Labor's Commission for Achieving Necessary Skills (SCANS), National Standards for School Mathematics and National Science Education Standards. Additionally, students are afforded the opportunity to hone and perfect keyboarding skills from learning basic home-row figure posture to creating advanced skills such as web design. Creekside students are well-prepared to lead in our digital society today.

Finally, through elective courses in journalism, newspaper, and yearbook, Creekside students create, from start to finish, the Wildcat Chat, our school newspaper, which is published six to eight times a year, and the Creekside yearbook, The Prowl. In these courses students learn everything from the basics of interviewing and newspaper design to putting together major publications that are distributed to our entire school community. Creekside is extremely proud of the work of its journalism students.

2. Reading/English:

This year, Carmel Clay Schools has implemented new curriculum based on the Common Core State Standards (CCSS). Extensive work was completed this past summer and continues into this school year on designing lesson plans and assessments based on the skills outlined by the CCSS. Students in grade level English classes study the on-grade level standards, while those in honors classes study the standards one grade level ahead of their same-aged peers. The instructional methods used by our teachers are based on evidence-based practices learned through building and district professional development. Creekside has focused much of its professional development on eight literacy strategies that can be used across all curricula to help students strengthen their reading skills. These strategies are Activating Background Knowledge; Utilizing Content Specialized Vocabulary; Monitoring Understanding; Noting, Organizing, and Retrieving Information; Previewing the Text; Questioning; Using Text Features; and Identifying Text Structure. Teachers utilize reading and writing workshops, literature circles, presentation, and writing of various genres, such as explanatory, argument, informative, and research, to deliver our English curriculum.

All students have their reading levels evaluated at the start of each school year using the READS assessment. Students whose reading levels fall below grade level are offered differentiated instruction to help refine their areas of deficiency and close the gaps in their reading. Teacher observation and classroom performance are also taken into consideration when determining strategies beyond the classroom door that are needed to help students be successful. Another option teachers can utilize to help our students who struggle includes partnering with our special education department to expand the repertoire of strategies teachers can use to meet students where they are academically. Our special education teachers bring a unique perspective in working with students who are academically behind their peers, so they are used as in-house experts in helping teachers to differentiate their lessons in the classroom.

In the 2010-2011 school year, Reading Success class was offered for the first time at Creekside and our sister middle schools. This is a remediation and intervention class for students who lack the necessary comprehension and/or fluency skills to support adequate progress in their grade level English class or whose performance on our state standardized test, ISTEP+, did not meet the minimum requirement for passing. The class utilizes the AMP (Achieving Maximum Potential) Reading System, which focuses on improving students' reading skills through the use of summarizing, questioning, predicting, visualizing, inferencing, and metacognition. At the end of the first year it was offered as a class, 61% of the students who were placed in Reading Success based on meeting the entrance criteria met the exit criteria to leave the class that year. Last year, similar success was gained with 60% of the students enrolled in the class meeting the exit criteria by the end of the year. The benefits of this class have helped Creekside students make gains in the area of reading in the short time it has been offered.

3. Mathematics:

For the 2011-2012 school year, all Carmel Clay Schools middle schools, including Creekside Middle School, adopted the Common Core State Standards, well ahead of the state-mandated implementation for 2014. The rationale for the early implementation was to have a school-wide focus on the eight mathematical practices Carmel Clay Schools feels all students need to have for life-long skills in problem solving. The eight skills include making sense of problems, persevering in solving problems, reasoning abstractly, constructing viable arguments, modeling with mathematics, using appropriate tools, attending to precision, looking for and making use of structure, and looking for and expressing regularity in repeated reasoning. Every mathematics teacher at Creekside has these eight strategies posted in his or her classroom and uses them by focusing all lessons around them.

Math classes at Creekside are largely student-led, with the teacher acting as a facilitator for student discovery. Teachers use an investigative approach, in which students use inductive reasoning to discover patterns. In addition to facilitating student discovery, Creekside math teachers incorporate the school's

eight recognized best practice literacy strategies to help students better understand word problems as well as organize and explain their work. In addition to instruction offered during the school day, math teachers at Creekside host a variety of before and after school help sessions to give students even more opportunities to hone their math skills.

Creekside offers many levels of math instruction, from resource math classes for students whose skills are behind those of their grade level peers, all the way up to honors geometry. As students are identified as exceeding expectations in their math classes, placement is re-evaluated to determine if movement to a more advanced class is a better placement. In the fall of 2010, Math Success classes were introduced as a course offering at Creekside and the other middle schools in our district. The course was designed for students who lack the necessary prerequisite skills to support adequate progress in their grade level math class; those whose performance fell below the cut score for passing on our state standardized test, ISTEP+; and those who have been identified as at risk for not passing ISTEP+ in the future. Students in Math Success are enrolled in the ALEKS (**A**ssessment and **LE**arning in **K**nowledge **S**paces) assessment and learning system, which introduces new topics to students as their mastery of previously studied topics is demonstrated. During its first year as a course at Creekside, 77% met the criteria to exit the class, while during the 2011-2012 school year, 76% of Success students met the criteria to exit the class. Students continue to show improvement in their math skills after benefiting from the instruction offered in our Success classes.

4. Additional Curriculum Area:

Social studies is one of the four core curricular offerings for students at Creekside Middle School. The curriculum of the social studied department is aligned to both the Indiana State Standards and the Grades 6-8 Literacy in social studies/history standards of the Common Core State Standards. In social studies classes, students read information from primary documents about Lewis and Clark's transcontinental expedition to the Pacific coast to novels of differing reading levels on the history of Africa. Creekside social studies teachers have been integral in the implementation of the school-wide assessment of student understanding of the eight literacy strategies the school teaches across all curricular areas. The opportunities students have to hone their reading and writing skills in social studies have shown through Creekside students' steady increase in the passage rate earned on the social studies portion of the state standardized test, ISTEP+. In 2008, the first year seventh graders across the state were tested in the area of social studies, 92% of Creekside's seventh graders passed, with 60% of those students earning Pass+. In 2012, 94% of all Creekside seventh graders pass, with an astounding 67% earning Pass+. Additionally, students are exposed to best-practice instructional strategies in their social studies classes that push all students to think at levels well beyond comprehension. Socratic Seminars and Debate Carousels are just two of the strategies used with students to have them not just memorize information about history but to show that they know and understand the implications of that history and the possible effects it can have on not only their future but the future of their world as well.

In an effort to further marry the skills learned in language arts and social studies, sixth grade students are enrolled in Humanities class. This double-period class meets for 106 minutes a day, and students use information learned about the Americas and Europe, the Renaissance and the time of Enlightenment to showcase reading, writing, research, and presentation skills. In 2011, a Humanities class was piloted at the eighth grade level where project-based learning was the focus of the integration of language arts and social studies skills. This class continues today, and students are learning not only about the impact of our past but how they themselves can impact the future. The efforts of the social studies teachers at Creekside are evident in the strong history of high performance demonstrated by Creekside students.

5. Instructional Methods:

In 2008, Creekside teachers completed a book study on Rick Wormeli's book Fair Isn't Always Equal. Since this time a paradigm shift has taken place in the entire school community, where teachers, students, parents, and administrators have all reflected on how we can best address the needs of all students where

they are academically to ensure that they are learning and mastering the skills that are being taught. As a result of this study, students may retake assessments for additional chances to show mastery, assignment deadlines are fluid based on student need, and careful examination of the true value of homework is completed by teachers so that the decisions made in classrooms throughout Creekside always err on the side of the child.

Working with the Federal Office of Special Education and the National Professional Development Center for Autism at the University of North Carolina, Creekside staff spent the 2008-2009 and 2009-2010 school years studying twenty-four evidence-based practices to enhance student learning and incorporating them into target classrooms. With ongoing collegial support from state and local experts in the field of autism, the practices have been implemented throughout the school in both general education and special education classes. Examples of these supports include providing less verbal and more visual instruction through the use of checklists, picture instruction, and visual schedules; structuring the physical environment within the classroom for student success; and providing direct instruction to deal with social and emotional challenges. Creekside is a model site for educating students on the Autism Spectrum.

In the past two years, resource classes that are offered to not only students with special needs but to students with gaps in their learning have been streamlined to precisely hone in on specific areas where students struggle. One resource language arts class focuses on decoding and sentence structure, while another focuses on paragraph writing and visualizing and verbalizing. The same can be said for Creekside's Reading and Math Success classes. These classes are offered at up to three different levels, where the intensity of each level depends on the needs of the students enrolled in the class that year. In addition to classes that focus specifically on math and language arts, Creekside offers classes whose focus is on helping students gain the social and study skills needed to be more successful in their classes and situations that extend beyond the walls of the school.

This year Creekside implemented a new after-school program called Guided After School Study Hall (GASSH). Students are selected to attend this mandatory study session by teachers who have identified areas of struggle for the student(s). GASSH is monitored by a math teacher and a guidance staff member once a week, and these staff members help students work on the specific assignments and skills identified by the classroom teacher as needing the most help. In addition to helping with GASSH, the guidance department also works with teachers on Response to Intervention (RtI) to help identify both academic and behavioral obstacles students may possess that are prohibiting them from finding the success they are capable of achieving in the classroom. The guidance staff and teachers work closely to help nurture Creekside students academically, emotionally, and socially.

6. Professional Development:

All professional development at Creekside is designed with one mission in mind: how can we help teachers where they want help the most that will, in turn, enhance student achievement? When our school adopted the school goal of improving literacy skills across the curriculum, our then writing committee shifted its focus to literacy, and plans were developed to lay a foundation where all teachers shared a common vocabulary on eight literacy strategies students could use across all curricular areas. Teacher leaders were identified, and these teachers became departmental mentors for their colleagues. They are charged with staying atop the best practices in literacy and sharing that information not only with their content colleagues but with all their school colleagues as well.

We have found that our teachers learn best when hearing from their fellow teachers, and this model has served us well with professional development. During our staff meetings, several teachers present each month on the competencies of RISE, our district's new teacher evaluation rubric. Study groups were formed by all staff members where each group focused in on a particular competency of RISE with the idea that their findings would then be shared with the rest of the staff. This presentation method has served us well as we have now had focused professional development on all fourteen competencies of the RISE rubric.

Our school also boasts a strong literacy committee, who guides much of the professional development for our staff in regards to our goal of increasing literacy instruction across all curricular areas. Under the guidance of this committee, the literacy mentors meet with colleagues to help implement research-based literacy instruction into all classrooms. Additionally, all teachers invite and visit another teacher once a year so teachers can see literacy strategies in action in all curricular areas. Using the Critical Friends Feedback framework, teachers are then able to provide valuable feedback to their colleagues as well as garner new ideas to implement within their own classrooms. This model has served us well.

In addition to utilizing our in-house talent, we are fortunate to have a bevy of district-level instructional specialists who assist us in our professional development efforts. One area that has been very popular with our staff is technology, and our district instruction specialist for technology has presented to the staff on Google Docs, Excel basics and advanced, and Pinnacle Analytics (our district data warehouse) and VLookup for data collection. In addition, total participation techniques are constantly in demand, and our instruction specialist for middle school has provided our staff with an array of strategies to use in the classroom. Whether it be in large groups or individually with teachers, our IS's have been a wealth of information for Creekside teachers.

7. School Leadership:

Creekside's leadership team consists of the principal, two assistant principals, the athletic director, and seven department chairs in the areas of language arts, math, science, social studies, special education, world language/art/business, and performing arts/wellness. In addition to the administration, we have several teacher leaders in our building who serve in roles as connection coordinators, which are liaisons between teachers and the administration; school improvement council co-chairs; PBIS (Positive Behavior Intervention and Support) chairs; and literacy committee co-chairs. While the role of each of these people is different, the mission is the same: leading a school whose guiding light is that all we do is in the best interest of the students.

Each month the school leaders and teachers meet in various capacities to help disseminate information to the staff and continue on as life-long learners through professional development. Staff meetings, department chair meetings, department meetings, and connection coordinator meetings allow all the leaders of the school to work together to monitor the progress of Creekside students while also working together to grow as professionals in the school community.

Creekside's School Improvement Council (SIC) is comprised of administrators, teachers, students and parents, and this committee is charged with overseeing all areas of professional development of the school. Just this year the committee expanded its focus beyond academics to include working with the school PBIS committee and other groups outside the academic realm. Through this committee's work, all of the work of other school groups is funneled into one place to ensure implementation of our efforts with fidelity and sustainability.

The PBIS leaders work with various teacher groups to help promote positive behavior and choice making among all Creekside students. Communicating expectations with students, staff and parents to rewarding the positive choices both students and teachers demonstrate are the charge of our PBIS leaders and their committee.

Creekside's literacy committee has had one of the biggest impacts on the academic endeavors of the school. From creating a common vocabulary of literacy strategies to be addressed in all curricular areas to implementing teacher observations of one another to see the strategies in action to creating school-wide grade-level common assessments on the identified literacy strategies, the work of this committee is evident in every classroom. The leaders of this committee have created the vision and set high expectations for all teachers and Creekside teachers have consistently met and exceeded these expectations by what they do with and for their students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 6 Test: Indiana Statewide Testing for Educational Progress Plus

Edition/Publication Year: N/A Publisher: CTB/McGraw Hill LLC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	97	96	96	97	96
Pass+	65	56	52	59	57
Number of students tested	445	489	450	420	411
Percent of total students tested	99	99	99	99	97
Number of students alternatively assessed	2	5	4	1	2
Percent of students alternatively assessed	0	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	89	86	87	92	84
Pass+	33	30	26	21	25
Number of students tested	46	43	47	36	32
2. African American Students					
Pass and Pass Plus	96	90	96	88	100
Pass+	50	34	24	35	27
Number of students tested	28	24	25	12	15
3. Hispanic or Latino Students					
Pass and Pass Plus	Masked	Masked	90	Masked	Masked
Pass+	Masked	Masked	10	Masked	Masked
Number of students tested	8	8	10	7	6
4. Special Education Students					
Pass and Pass Plus	83	82	79	82	79
Pass+	45	24	11	22	26
Number of students tested	29	55	49	43	43
5. English Language Learner Students					
Pass and Pass Plus	95	100	100	100	100
Pass+	70	70	69	71	81
Number of students tested	44	54	35	32	26
6. Asian or Pacific Islander					
Pass and Pass Plus	100	100	100	100	100
Pass+	86	83	76	92	85
Number of students tested	58	70	50	57	46

NOTES: Masked indicates data were not made public because fewer than 10 students were tested. In the 2007-08 school year, a high number of students moved to Creekside after testing, which means their test results were reported to the school where they tested before coming to Creekside. The state moved standardized testing from the fall to the spring during the 2009-2010 school year. Beginning with the 2010-11 school year, all ELL's were returned to their home schools after previously attending school at a centralized location. Prior to that, only students at ELL Levels 4 and 5 attended their home school. Also, for the 2011-12 school year, the math department began teaching using the Common Core State Standards in addition to the Indiana State Standards.

13IN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 6 Test: Indiana Statewide Testing for Educational Progress Plus

Edition/Publication Year: N/A Publisher: CTB/McGraw Hill LLC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	96	93	90	92	93
Pass+	57	47	37	20	17
Number of students tested	445	489	450	420	411
Percent of total students tested	99	99	99	99	97
Number of students alternatively assessed	2	5	4	1	2
Percent of students alternatively assessed	0	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	85	73	70	75	78
Pass+	28	24	17	3	3
Number of students tested	46	43	47	36	32
2. African American Students					
Pass and Pass Plus	96	77	84	88	87
Pass+	37	25	32	0	20
Number of students tested	28	24	25	12	15
3. Hispanic or Latino Students					
Pass and Pass Plus	Masked	Masked	70	Masked	Masked
Pass+	Masked	Masked	20	Masked	Masked
Number of students tested	8	8	10	7	6
4. Special Education Students					
Pass and Pass Plus	79	64	49	52	72
Pass+	28	9	9	2	0
Number of students tested	29	55	49	43	43
5. English Language Learner Students					
Pass and Pass Plus	90	94	91	97	95
Pass+	60	52	49	27	16
Number of students tested	44	54	35	32	26
6. Asian or Pacific Islander					
Pass and Pass Plus	94	99	96	96	96
Pass+	73	57	46	43	32
Number of students tested	58	70	50	57	46

NOTES:
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13IN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 7 Test: Indiana Statewide Testing for Educational Progress Plus
Edition/Publication Year: N/A Publisher: CTB/McGraw Hill LLC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	95	95	96	97	97
Pass+	55	55	60	56	49
Number of students tested	488	453	430	416	402
Percent of total students tested	99	99	99	99	95
Number of students alternatively assessed	6	4	1	2	3
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	69	82	93	92	93
Pass+	24	27	19	27	28
Number of students tested	42	53	48	38	29
2. African American Students					
Pass and Pass Plus	81	85	79	100	95
Pass+	19	36	21	26	26
Number of students tested	21	27	14	16	19
3. Hispanic or Latino Students					
Pass and Pass Plus	Masked	78	Masked	Masked	Masked
Pass+	Masked	7	Masked	Masked	Masked
Number of students tested	8	14	8	7	8
4. Special Education Students					
Pass and Pass Plus	68	72	74	87	79
Pass+	15	15	15	24	11
Number of students tested	47	45	41	36	53
5. English Language Learner Students					
Pass and Pass Plus	100	100	97	100	100
Pass+	30	82	57	82	30
Number of students tested	20	25	37	25	20
6. Asian or Pacific Islander					
Pass and Pass Plus	100	98	100	100	97
Pass+	85	81	84	86	79
Number of students tested	65	52	57	45	39

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In the 2007-08 school year, a high number of students moved to Creekside after testing, which means their test results were reported to the school where they tested before coming to Creekside. The state moved standardized testing from the fall to the spring during the 2009-2010 school year. Beginning with the 2010-11 school year, all ELL's were returned to their home schools after previously attending school at a centralized location. Prior to that, only students at ELL Levels 4 and 5 attended their home school. Also, for the 2011-12 school year, the math department began teaching using the Common Core State Standards in addition to the Indiana State Standards.

13IN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 7 Test: Indiana Statewide Testing for Educational Progress Plus

Edition/Publication Year: N/A Publisher: CTB/McGraw Hill LLC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	94	94	96	95	92
Pass+	35	44	49	32	20
Number of students tested	488	453	430	416	402
Percent of total students tested	99	99	99	99	95
Number of students alternatively assessed	6	4	1	2	3
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	70	75	89	83	79
Pass+	10	17	17	5	10
Number of students tested	42	53	48	38	29
2. African American Students					
Pass and Pass Plus	86	89	86	95	84
Pass+	29	33	21	33	5
Number of students tested	21	27	14	16	19
3. Hispanic or Latino Students					
Pass and Pass Plus	Masked	86	Masked	Masked	Masked
Pass+	Masked	21	Masked	Masked	Masked
Number of students tested	8	14	8	7	8
4. Special Education Students					
Pass and Pass Plus	68	72	75	72	64
Pass+	2	16	5	6	2
Number of students tested	47	45	41	36	53
5. English Language Learner Students					
Pass and Pass Plus	95	100	89	100	95
Pass+	20	29	41	29	20
Number of students tested	20	25	37	25	20
6. Asian or Pacific Islander					
Pass and Pass Plus	99	96	96	98	97
Pass+	59	54	67	49	36
Number of students tested	65	52	57	45	39

NOTES:
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13IN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 8 Test: Indiana Statewide Testing for Educational Progress Plus

Edition/Publication Year: N/A Publisher: CTB/McGraw Hill LLC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	95	97	96	95	95
Pass+	49	46	55	46	50
Number of students tested	399	364	422	422	361
Percent of total students tested	99	99	99	97	96
Number of students alternatively assessed	4	1	2	3	5
Percent of students alternatively assessed	1	0	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	88	92	85	84	75
Pass+	17	8	32	9	17
Number of students tested	41	44	41	36	24
2. African American Students					
Pass and Pass Plus	88	87	65	82	75
Pass+	24	13	20	25	25
Number of students tested	17	15	20	26	12
3. Hispanic or Latino Students					
Pass and Pass Plus	83	Masked	80	100	90
Pass+	25	Masked	40	33	30
Number of students tested	12	7	10	10	10
4. Special Education Students					
Pass and Pass Plus	68	84	78	73	69
Pass+	13	13	19	5	20
Number of students tested	40	32	32	43	35
5. English Language Learner Students					
Pass and Pass Plus	90	97	97	100	100
Pass+	52	47	73	33	78
Number of students tested	42	34	30	23	18
6. Asian or Pacific Islander					
Pass and Pass Plus	100	100	100	100	97
Pass+	77	77	90	77	87
Number of students tested	48	53	48	44	39

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13IN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 8 Test: Indiana Statewide Testing for Educational Progress Plus

Edition/Publication Year: N/A Publisher: CTB/McGraw Hill LLC

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	93	94	96	91	94
Pass+	29	29	29	13	22
Number of students tested	399	364	422	420	360
Percent of total students tested	99	99	99	96	95
Number of students alternatively assessed	4	1	2	3	5
Percent of students alternatively assessed	1	0	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus	81	90	85	73	58
Pass+	7	18	17	3	0
Number of students tested	41	44	41	36	24
2. African American Students					
Pass and Pass Plus	88	93	75	84	67
Pass+	12	0	20	0	0
Number of students tested	17	15	20	26	12
3. Hispanic or Latino Students					
Pass and Pass Plus	92	Masked	80	79	90
Pass+	17	Masked	20	20	0
Number of students tested	12	7	10	10	10
4. Special Education Students					
Pass and Pass Plus	59	65	72	61	66
Pass+	10	9	9	0	6
Number of students tested	40	32	32	43	35
5. English Language Learner Students					
Pass and Pass Plus	90	89	97	85	94
Pass+	33	27	40	9	39
Number of students tested	42	34	30	23	18
6. Asian or Pacific Islander					
Pass and Pass Plus	96	95	100	95	97
Pass+	54	49	54	27	41
Number of students tested	48	53	48	44	39

NOTES: Masked indicates data were not made public because fewer than 10 students were tested.
In the 2007-08 school year, a high number of students moved to Creekside after testing, which means their test results were reported to the school where they tested before coming to Creekside. Also, the state moved standardized testing from the fall to the spring during the 2009-2010 school year. Finally, beginning with the 2010-11 school year, all ELL’s were returned to their home schools after previously attending school at a centralized location. Prior to that, only students at ELL Levels 4 and 5 attended their home school.

13IN1